

**UNIVERSITI TEKNOLOGI MARA**

**FACTORS CONTRIBUTING TO THE PROFICIENCY  
LEVELS OF TESL STUDENTS**

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Dissertation submitted in partial fulfillment of the requirement for the degree of

**Master of Education**

**(TESL)**

**Faculty of Education**

Feb 2014

## DECLARATION

I declare that the work in this dissertation was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the result of my own work, unless otherwise or acknowledged as a reference work. This dissertation has not been submitted to any other academic institution or non-academic institution for any degree or qualification.


I, hereby, acknowledge that I have been supplied with the Academic Rules and Regulations for Post Graduate, University Teknologi MARA, regulating the conduct of my study and research.

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## ACKNOWLEDGEMENTS

### *BISMILLAHIR-RAH'MANIR-RAH'IM*

Alhamdulillah, praises to Allah S.W.T for opening up the pathway to complete my Masters thesis as without Him I would not have endured the obstacles encountered on this journey.

I would like to thank my family for their support, prayers, patience and endless love. Thank you for always being there and for the laughter during stressful times.

I would also like to thank my supervisor, Dr. Marina Binti Mohd Arif. Thank you for the guidance, motivation, patience and support. I appreciate the prompt feedbacks and time spent reviewing my work. I learned many things from her. I am forever grateful. She is truly one in a million.

I would like to express my deepest gratitude to all my lecturers for the priceless knowledge imparted to me. Without them I would still be the girl with zero knowledge about conducting research.

Thank you, my dear friends who gave me support and motivation during this journey. Thank you for being there. You know who you are. I will cherish all the wonderful memories and laughter we have shared.

## **ABSTRACT**

The proficiency levels of English teachers in Malaysia recently have been given much attention by the Ministry of Education. Due to this issue, this study focused on the proficiency levels of Malaysia's potential English teachers. The objectives of this study are to determine the proficiency levels and identify the factors that contribute to the proficiency levels of TESL students. The Certificate of Proficiency in English (CPE) test was administered to 50 TESL students to find out their proficiency levels. The 5 most proficient respondents and the 5 least proficient respondents were interviewed in order to discover the factors that contribute to the respondents high and low proficiency levels. The results of the CPE show that only 1 respondent is ranked in the very strong performance level, 19 respondents are ranked in the borderline pass level, 26 respondents are ranked in the weak level and 3 respondents are ranked in the fail level. The interviews revealed 6 main factors that contribute to the high and low levels of proficiency. These factors are 1) Communication in English at home, 2) Communication in English in school or during English lesson, 3) Encouragement from English teachers, 4) Effort to improve English language proficiency, 5) Lack of encouragement from the environment to communicate in English, and 6) Negative attitude towards the English language. This study gives awareness concerning the proficiency levels of TESL students and the factors contributing to the proficiency levels as these aspects are important and have a strong impact on the quality of teaching English. Further studies should be done as there could be more undiscovered factors that could add to the factors found in this study.

## ABSTRAK

Tahap profisiensi guru-guru Bahasa Inggeris di Malaysia baru-baru ini telah diberi perhatian oleh Kementerian Pendidikan. Berlandaskan isu ini, kajian ini memberi tumpuan terhadap tahap profisiensi bakal guru Bahasa Inggeris. Objektif kajian ini adalah untuk menentukan tahap profisiensi Bahasa Inggeris dan faktor-faktor yang menyumbang kepada tahap profisiensi Bahasa Inggeris pelajar TESL di Malaysia. Ujian profisiensi Bahasa Inggeris (*Certificate of Proficiency in English*) atau CPE telah diberikan kepada 50 pelajar TESL untuk mengetahui tahap profisiensi mereka dalam Bahasa Inggeris. 5 orang responden yang mendapat markah tertinggi dan 5 orang responden yang mendapat markah terendah telah ditemuramah untuk mengetahui faktor-faktor yang menyumbang kepada tahap profisiensi Bahasa Inggeris. Keputusan CPE menunjukkan yang hanya 1 orang responden mencapai di tahap profisiensi sangat tinggi, 19 orang responden mencapai di tahap profisiensi lulus dan 26 orang responden mencapai tahap profisiensi lemah dan 3 orang responden mencapai di tahap profisiensi gagal. Temuramah dengan responden mendedahkan 6 faktor utama yang menyumbang kepada tahap profisiensi yang tinggi dan tahap profisiensi yang rendah. Faktor-faktor ini adalah 1) komunikasi dalam Bahasa Inggeris di rumah , 2) komunikasi dalam Bahasa Inggeris di sekolah atau semasa pengajaran Bahasa Inggeris, 3 ) Galakan daripada guru-guru Bahasa Inggeris , 4) Usaha untuk meningkatkan profisiensi bahasa Inggeris, 5 ) Kurang galakan daripada persekitaran untuk berkomunikasi dalam bahasa Inggeris, dan 6) Pandangan negatif terhadap bahasa Inggeris. Kajian ini memberi kesedaran mengenai tahap profisiensi pelajar TESL dan faktor-faktor yang menyumbang kepada tahap profisiensi kerana aspek-aspek ini adalah penting dan mempunyai kesan yang kuat kepada kualiti pengajaran Bahasa Inggeris. Kajian lanjut perlu dilakukan kerana mungkin terdapat faktor yang belum ditemui yang boleh menambah kepada faktor-faktor yang terdapat dalam kajian ini.